



We are His body, living and learning as one.

## **Job Description**

### **Teaching Assistant Level 4 Behaviour/Guidance/Support**

The post holder will report to the Headteacher/Senior Leader. Apart from other colleagues in the school<sup>1</sup>, the main contacts of the job are the Headteacher, teaching staff, other support staff and students.

#### **Main purpose of the post**

Take a lead role within the school or across a department, and or leading and deploying teaching assistants in addressing the needs of students who require particular help to overcome barriers to learning

Contribute to the Senior Management Team or Departmental Management Team as required

Line management, supervision of support staff, including implementation of performance management procedures

#### **Main Duties and responsibilities**

##### **Support for students**

Take a lead role in managing and delivering pastoral support to students

To work with groups of students under the supervision of the teacher including the delivery of therapy and programmes of work and implementation of ILPs

Manage the supervision of students excluded from, or otherwise not working to a normal timetable

Attend to student's personal needs, including minor first aid and provide advice to assist in their social, health and hygiene development.

Undertake comprehensive assessment of students to determine those in need of particular help

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<sup>1</sup> Please note that whilst the successful candidate will be appointed to Saint Paul's in the first instance, the Trust reserves the right to deploy staff at any of its schools depending on need, where agreement is reached with all parties.

Assist the teacher with the development and implementation of individual Education/Behaviour/Support/Mentoring plans

Take a lead role in the provision of support for students with special needs

Establish productive working relationships with students, taking on role model by presenting a positive personal image and responding appropriately to individual needs

Develop 1:1 mentoring arrangements with students and provide support for distressed students

Take a lead role in managing the speedy/effective transfer of pupils across phases and the integration of those who have been absent

Provide information and advice to enable students to make choices about their own learning/behaviour/attendance

Challenge and motivate students, promote and re-inforce self-esteem

Provide feedback to students in relation to progress, achievement, behaviour and attendance

Promote the inclusion and acceptance of all students

Encourage students to interact and work co-operatively with others and engage all students in activities

## **Support for Teachers**

Manage liaison with schools and other relevant bodies to gather student information

Support students' access to learning using appropriate strategies and resources

Work with the teacher in planning, evaluating and adjusting learning activities as appropriate

Monitor and evaluate student responses to learning activities through observation and planned recording of achievement against predetermined learning objectives

Be responsible for keeping and updating records, information and data, producing analysis and reports as required

Provide objective and accurate feedback and reports as required, to the teacher on student achievement, progress and other matters, ensuring the availability of appropriate evidence

Take the lead role in the development and implementation of appropriate behaviour management strategies promoting self control and independence

Assist the teacher to ensure a safe classroom and outdoor environment, checking materials and personal equipment for defects and implement risk assessments carried out by the teacher according to school guidelines. This will include cleaning equipment used by students and ensuring its accessibility

To organise and manage an appropriate learning environment and resources

Liaise with therapists, medical staff, and other personnel working with students as required, assisting with the coordinating and planning of programmes of work and to integrate specialist advice and practice into ILPs.

Liaise with parents/carers, schools and establish relationships, exchanging information, facilitating their support for their student's attendance, access and learning and supporting home to school and community links

Take a lead role in the development, implementation and monitoring of systems, relating to attendance and integration

Provide specialist advice and guidance (e.g. pastoral/mentoring) as required

Provide curricular and other related clerical and administrative support e.g dealing with correspondence, compilation /analysis/reporting on attendance, exclusions

### **Support for the Curriculum**

Provide support in all areas of the curriculum and on social occasions for students who have been identified as having medical conditions, which disable their full independent access to mainstream school life

Implement agreed learning activities/teaching programmes, adjusting activities according to student responses/needs, including assessment in order to maximise student access to the curriculum within an inclusive setting where appropriate

Actively seek information and utilise the range of activities, courses, organisations, agencies and individuals to provide support for students to broaden and enrich their learning

Determine the need for, prepare and use specialist equipment, plans and resources to support students

### **Support for the School**

Ensure strategic processes are complied with in order to overcome barriers to learning, including e.g behaviour management strategies

Comply and assist with the development of policies and procedures relating to child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff

Supervise students on educational visits and out of school activities

Assist in maintaining high standards of health and safety at all times

Maintain good relationships with colleagues and work together as a team

Assist in the supervision of classroom and outdoor activities

Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop

Contribute to the overall ethos/work/aims of the school and Trust

Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support student achievement and progress

Attend and participate in regular meetings

Participate in training and other learning activities as required

Recognise own strengths and areas of expertise and use of these to advise and support others

Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate

Be responsible for the provision of out of school learning activities within guidelines established by the school

Contribute to the identification and delivery of appropriate out of school learning activities which consolidate and extend work carried out in class

To safeguard and promote the welfare of students

To attend training and administer basic first aid as and when required.

### **Line Management Responsibilities**

To manage the Teaching Assistant staff within the school or department under the direction of the Headteacher

Liaise between managers/teaching staff and teaching assistants

Hold regular team meetings with managed staff

Represent teaching assistants at teaching/staff/management and other appropriate meetings

Undertake recruitment/induction/performance management/training/mentoring for other teaching assistants

This job description sets out the duties of the post at the time it was drawn up. The post holders may be required from time to time to undertake other duties within the Trust as may be reasonably expected, which are commensurate with the grade of this post.

All duties and responsibilities must be carried out with due regard to the Wythenshawe Catholic Academy Trust's existing policies, such as child protection, health and safety, equality and data protection

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All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the school's Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007). In addition to HLTA's, the Regulations cover other groups of support staff who undertake 'specified work' at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Headteachers will ensure that the support staff member has the skills, experience and expertise required to carry out 'specified work'. Where more demanding aspects of 'specified work' are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.

A teaching assistant Level 4 may be called upon to provide cover for whole classes e.g. to cover short term teacher absence. During the cover periods, there will be a requirement for the teaching assistant to carry out specified work such as planning, preparation, assessment and reporting.

**Where the post holder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves unachievable, job redesign will be fully considered**



**CORPUS CHRISTI**

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## Person Specification

### Teaching Assistant Level 4 Special / Additional Needs

#### Behaviour/Guidance/Support

CRITERIA	ESSENTIAL OR DESIRABLE	HOW / WHEN MEASURED *A/I/R/SP
<b>QUALIFICATIONS / TRAINING</b>		
Numeracy/literacy skills (at a level equivalent to O Level/GCSE Grade C/4)	E	A/I/R/SP
Level 3 Teaching Assistant Diploma/Award in Supporting Teaching and Learning in Schools/Certificate in Supporting Teaching and Learning in Schools/Diploma in Specialist Support for Teaching and Learning in Schools or equivalent	E	A/I/R
Training in the relevant learning strategies and / or in a particular curriculum or learning area e.g. bilingual	E	A/I/R
Willingness and ability to undertake HLTA Level responsibilities (refer to HLTA standards)	E	A/I/R
Willingness to undertake first aid training and administer first aid as appropriate	E	A/I/R
Full working knowledge and understanding of the national curriculum and other relevant learning programmes/strategic processes and barriers to learning	E	A/I/R
Full working knowledge of relevant policies/codes of practice/legislation.	E	A/I/R
<b>EXPERIENCE</b>		
Experience of working with children/young people with social, emotional and behavioural difficulties, and those with communication, severe, profound or complex learning difficulties where appropriate.	E	A/I/R
Experience of working with children with additional needs	E	A/I/R
<b>KNOWLEDGE / SKILLS / ABILITIES</b>		
Understanding the principles of child development and learning processes and in particular, barriers to learning	E	A/I/R
Ability to plan effective actions for pupils at risk of underachieving	E	A/I/R
The ability to organise, motivate, lead and be part of a team	E	A/I/R
An understanding of the role of the Teaching Assistant and other professionals working in the classroom	E	A/I/R
Full understanding of the range of support services/providers	D	A/I/R
The flexibility to adapt to changing workload demands and new school challenges	E	A/I/R
To use ICT effectively to support learning	E	A/I/R
Understanding of the principles of child development and learning	D	A/I/R

<b>PERSONAL STYLES / BEHAVIOUR</b>		
To act with the utmost integrity at all times	<b>E</b>	<b>A/I/R</b>
To be to work as part of a team	<b>E</b>	<b>A/I/R</b>
To deal with any emergencies that may crop up in a calm manner and remain calm and in control in difficult circumstances	<b>E</b>	<b>A/I</b>
To relate well to children and adults and communicate effectively with all stakeholders in tactful, friendly and professional manner	<b>E</b>	<b>A/I/R</b>
To be motivated to complete tasks to the required timescales and quality standards	<b>E</b>	<b>A/I/R/SP</b>
Be able to self-evaluate own learning needs and actively seek opportunities for development	<b>E</b>	<b>A/I/R</b>
Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work.	<b>E</b>	<b>A/I/R</b>
Self motivation and personal drive to complete tasks to the required timescales and quality standards.	<b>E</b>	<b>A/I/R</b>
Personal commitment to ensure support is equally accessible and appropriate to the diverse needs of the pupils.	<b>E</b>	<b>A/I/R</b>
Personal commitment to continuous self-development.	<b>E</b>	<b>A/I/R</b>
Personal Commitment to continuous school improvement.	<b>E</b>	<b>A/I/R</b>
Willingness to participate in training, performance management and self-evaluate own learning needs and actively seek learning opportunities	<b>E</b>	<b>I/R</b>
To maintain confidentiality relating to the staff and students at all times	<b>E</b>	<b>I/R</b>
To contribute to the Catholic ethos of the school	<b>E</b>	<b>I</b>
To be committed to equal opportunities	<b>E</b>	<b>I</b>
To uphold all aspects of safeguarding	<b>E</b>	<b>I</b>
To be willing to consent to apply for an enhanced disclosure and barring service check	<b>E</b>	<b>I</b>

### **\*Application/Interview/References/Selection Process**

The CCCAT uses the appropriate CES application forms submitted via myNewTerm. This application should be fully completed and legible. **The supporting statement should not exceed 1300 words in length, be clear, concise and related to the specifics of the post advertised above in order to gain an interview.**